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ABSTRACT

In two parts, this book first defines the evaluation of elementary school principals as having two major phases, job performance and professional growth. The job performance phase establishes minimum requirements and indicates level of attainment. The professional growth phase assists principals who meet minimum requirements to become more skillful. Secondly, sample evaluation instruments are presented as appendixes. (Author/DW)

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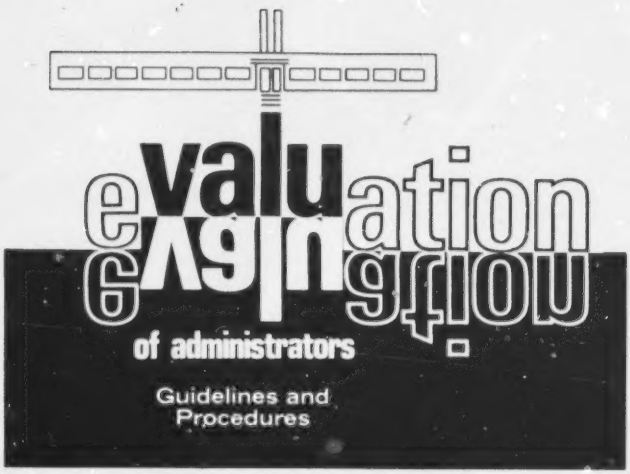

EA 006 998

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Foreword

Principals are charged with the responsibility of assisting teachers in improving their teaching performance through formalized evaluation processes. Through these assessment procedures, teachers become aware of their strengths and weaknesses and are assisted to higher levels of competency.

Rarely are principals afforded the benefits of formalized assessment procedures by their superintendent or immediate supervisors. This booklet has been prepared by the Ohio Association of Elementary School Principals on the premise that the superintendent of schools has as much responsibility to assist principals in upgrading their professional competency as principals have responsibility to teachers in the improvement of teacher performance.

The discussion of the procedures of administrator evaluation in the first section of this booklet represents what ODESP believes to be the essential foundation for adequate and meaningful administrator evaluation. The instruments presented in the appendices are offered only as samples of the types described. The Ohio Association of Elementary School Principals encourages each school system to design its own instruments to meet the specific needs of the local situation.

The Ohio Association of Elementary School Principals is indebted to the following school systems permitting the use of their evaluation instruments in this booklet:

Shaker Heights City School District, Shaker Heights, Ohio

Fayette County Public Schools, Lexington, Kentucky

Fairfax County Public Schools, George B. Redfern, Associate Executive Secretary, AASA

Parkway School District, Chesterfield, Missouri

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Evaluation of Administrators

INTRODUCTION

The diversity of demands on an elementary principal in today's public schools is a combination of many highly specialized responsibilities. Unlike some of his fellow administrators who hold positions in a single specialized area, the elementary school principal is concerned with curriculum, supervision of instruction, staff morale, public relations, lunchrooms, class schedaling, guidance, and other school related activities.

The principal's efficiency in performing these duties is the criterion by which his success as an administrator is measured. Administrative appraisal takes place every day as the principal comes in contact with professional staff, parents, students, and anyone even remotely connected with the school. Appraisal by others and by self are normal occurrences in any facet of human relations.

The formal appraisal of any elementary principal should also be a part of the normal occurrences related to the school. Through this type of appraisal the administrator would be able to communicate his goals and see his assignment in terms of specific expectations and fulfillments.

PHILOSOPHY

Self appraisal by an individual in fulfilling the role into which he is placed is a constant occurrence. Formal appraisal, for individual professional growth and for performance of duties, must also be constant. Each area of an administrative appraisal system must have as its underlying principles the basic philosophy, goals and objectives of the school system involved. In its design, the individual child's educational growth, the professional staff, the school system and the individual administrator should be considered.

Any formal appraisal using a structured instrument and systematic procedures should accomplish three primary goals: 1) assist school administrators in developing sensitivity to their competencies; 2) identify the general areas in behavior, adequacies, and skills in which improvements

are needed; 3) develop realistic job targets, both short and long range, to assist the professional growth of individual administrators.

The procedure should be a cooperative, supportive, constructive, and personalized appraisal. It should establish a comprehensive, objective, interpersonal relationship based upon clearly defined and attainable professional goals. The system, when established, should accomplish two objectives: 1) the individual improvement and self appraisal of the administrator; and 2) the evaluation of the administrator as he fulfills the position to which he is assigned.

GUIDELINES

Any appraisal system, to be effective, must be planned and organized in such a way that individual as well as cooperative efforts will lead to the improvement of administrative performance and will provide a cumulative profile of the individual administrator's capabilities and tasks in a specific role setting.

The following guidelines should be incorporated into any evaluation system established for elementary principals:

1. The appraisal system must have its origin in the basic goals and objectives of the individual school system;

2. The appraisal system must be built on the fundamental belief that each individual administrator possesses unique and differentiated administrative skills and abilities.

3. The evaluation of principals should be conducted by those in a position to make valid judgments. Immediate administrative superiors should concentrate upon the evaluation in terms of cooperatively developed performance objectives;

4. Individual administrators or immediate supervisors should feel free to involve the superintendent or other appropriate administrators as resource persons in appraisal conferences or in any subsequent inter-year appraisal activities;

5. Under no circumstances should any evaluator presume to rate the principal without his knowledge;

6. The appraisal system should evaluate the principal in his specific assignment and should not be a system of comparative appraisal or evaluation where one individual is compared point-by-point with another.

EVALUATION

To be an effective administrator the elementary principal must demonstrate competence in job performance as well as continually strive to grow professionally. Evaluation is then considered in two phases: job performance and professional growth.

Job Performance:

Certain minimum proficiencies are required to successfully perform as an elementary school principal. At the conclusion of each school year the elementary principal and his supervisor should compare the principal's job performance with the universally accepted responsibilities of the elementary principalship. This evaluation should become a part of the principal's personnel file and be used as reference for future promotions and assignments.

Following are the responsibilities of the elementary principal as outlined in the Minimum Standards for Ohio Elementary Schools, Revised 1970.

These may be used as a basis for evaluation of job performance:

—effecting a balance between administrative duties and the supervision of instruction,

—supporting others in their responsibilities,

—carrying out the policies and regulations adopted by the board of education,

—working in a team approach with each staff member to improve instruction,

—utilizing all available special services (supervisory, child guidance, pupil services, and others),

—securing staff participation in the solution of problems,

—appraising the quality of the instructional effort and the contribution of individual personnel,

—conducting the school's self-evaluation studies,

—maintaining an efficient procedure for securing and distributing books, supplies, equipment, and instructional materials,

—planning cooperatively for curricular development, in-service study, and staff meetings,

—solving behavioral problems,

—assuring the proper care of the building by custodians, staff, and the public,

—making and filing accurate records and reports,

—working closely with the community and initiating public relations,

Additional responsibilities include:

—attendance and participation in conferences, workshops, seminars, and visitations,

—activities within a professional organization or involvement with conference, seminar, or workshop planning,

—taking class work in special areas or working toward an advanced degree,

—independent reading of professional literature,

Professional Growth (Job Targets):

Early in the school year the appraisee and appraiser should meet in Conference to establish both short term and long range goals. The appraisee must agree to meet specific job targets. The appraiser must agree to provide the necessary support and resources for the accomplishment of these job targets.

—Once the job targets and other goals are well established, the appraisee should evaluate himself and his progress.

—After self evaluation, a second conference between the appraisee and appraiser should jointly assess the progress and fulfillment of the job targets.

—Once the appraisee and appraiser have accomplished the preceding, new goals and job targets should be developed and thus another cycle begins.

—PROFESSIONAL GROWTH conferences are held regularly during the year at times either the appraisee or appraiser feel there is something to discuss.

The PROFESSIONAL GROWTH conferences are always held separately from the JOB PERFORMANCE conference to maintain a non-threatening atmosphere. Materials from the PROFESSIONAL GROWTH conference never become a part of the personnel file as do materials from the JOB PERFORMANCE conferences.

SUMMARY

This booklet has defined the evaluation of elementary principals as a process having two major phases: JOB PERFORMANCE and PROFESSIONAL GROWTH.

The JOB PERFORMANCE phase established the minimum requirements and indicates the extent to which individuals exceed these minimums. Principals whose proficiency falls below these minimum requirements should be assigned to other responsibilities in the school system.

The PROFESSIONAL GROWTH phase is designed to assist principals who meet these minimum requirements to become even more skillful administrators.

Unless evaluation is cooperatively conceived, designed, and carried out, the time spent in development is of little value.

The remainder of this publication contains samples of evaluation forms presently being used in various school systems. The Ohio Association of Elementary School Principals suggests that each school system develop its own appraisal instrument by using the samples and modifying them to fit their own individual needs.

The instruments are listed as follows:

Appendix A — Job Performance

Appendix B — Professional Growth—Job Targets

Appendix C — Self Evaluation

APPENDIX A

Job Performance Evaluation Instruments

Shaker Heights City School District
Shaker Heights, Ohio

EVALUATION SCALE FOR ADMINISTRATIVE PERSONNEL

CANDIDATE FOR EVALUATION_____

_____

DIRECTIONS: Please **encircle** the appropriate number in the scale.

	PERFORMANCE SCALE					
		INADEQUATE		SATISFACTORY		OUTSTANDING
I. EXERCISE OF LEADERSHIP						
A. in total instructional program (or special field)						
1. as to knowledge of field(s)	. 5 .	4 .	3 .	2 .	1 .	
2. as to application of knowledge	. 5 .	4 .	3 .	2 .	1 .	
B. in general administration	. 5 .	4 .	3 .	2 .	1 .	
II. EXERCISE OF JUDGMENT						
A. with other people	. 5 .	4 .	3 .	2 .	1 .	
B. with program, plant, etc.	. 5 .	4 .	3 .	2 .	1 .	
III. DEALING WITH SPECIAL PROBLEMS AND UNIQUE CHARACTERISTICS OF THE JOB RESPONSIBILITY (personnel, plant, equipment, etc.)	. 5 .	4 .	3 .	2 .	1 .	

IV. PRACTICE OF COOPERATIVENESS WITHIN THE SYSTEM AND CONCERN FOR THE GENERAL WELFARE OF THE DISTRICT . 5 . 4 . 3 . 2 . 1 .

V. SKILL IN THE ACHIEVEMENT OF DESIRABLE PUBLIC RELATIONS

A. in particular relation to present responsibility . 5 . 4 . 3 . 2 . 1 .

B. in general on behalf of the entire system . 5 . 4 . 3 . 2 . 1 .

VI. CONTINUED DEVELOPMENT OF PROFESSIONAL CHARACTERISTICS

A. by effort made to be alert professionally . 5 . 4 . 3 . 2 . 1 .

B. by contributions to the profession . 5 . 4 . 3 . 2 . 1 .

Evaluation completed by_____ Date_____

QUALITIES OF OVERALL PERFORMANCE

Item		Evaluation (Put X in appropriate box)					
		5	4	3	2	1	CE
1. **Grasp of Duties**	Degree total duties are understood	☐	☐	☐	☐	☐	☐
2. **Organizational Skills**	Competence in organization	☐	☐	☐	☐	☐	☐
3. **Temperament**	Mental and emotional maturity	☐	☐	☐	☐	☐	☐
4. **Supervisory Ability**	Effectiveness in supervision	☐	☐	☐	☐	☐	☐
5. **Judgment**	Reliance upon facts rather than whims	☐	☐	☐	☐	☐	☐
6. **Working With People**	Effectiveness in person-to-person relationships	☐	☐	☐	☐	☐	☐
7. **Ability to Motivate**	Getting the best out of people	☐	☐	☐	☐	☐	☐
8. **Accessibility**	Making self available to staff	☐	☐	☐	☐	☐	☐
9. **Follow Through**	Seeing things through	☐	☐	☐	☐	☐	☐
10. **Integrity**	Consistently carries out promises	☐	☐	☐	☐	☐	☐

Evaluation Code:

5 Outstanding
4 Excellent
3 Satisfactory
2 Needs improvement
1 Very weak
CE Can't evaluate; not enough information

Fayette County Public Schools
400 Lafayette Parkway
Lexington, Kentucky 40503

GENERAL EVALUATION FORM FOR ADMINISTRATIVE/SUPERVISORY SERVICES

Name of Administrator/Supervisor_____

Assignment of Administrator/Supervisor_____

Name of Appraiser_____

Period Covered_____, 19__ to_____, 19__

Instructions: In the space provided use brief and precise statements to accurately describe the quality of performance.

ORGANIZATION Sees that each person's responsibilities are clearly defined. Effectively delegates authority. Lets members know what is expected of them. Sees that members acquire needed equipment. Minimizes confusion.

Comments:_____

_____

ADMINISTRATION Coordinates work of all members. Emphasizes meeting of deadlines. Makes prompt and workable decisions. Recognizes situations which require attention.

Comments:_____

_____

PLANNING Plans and utilizes time to best advantage. Establishes realistic goals. Seeks group participation in planning. Establishes meaningful priorities.

Comments:_____

_____

COMMUNICATIONS Encourages members to express ideas. Keeps members informed. Expresses appreciation for a job well done. Provides constructive criticism when appropriate. Expresses himself clearly. Facilitates exchange of information within groups.

Comments: _____

_____

RELATIONSHIP WITH STAFF Makes it pleasant to be a member of his group. Provides personal attention. Shows concern for each member's welfare. Is cooperative. Is understanding. Commands respect. Creates enthusiasm

Comments: _____

_____

RELATIONSHIP WITH COMMUNITY Participates in community activities. Is tactful and courteous. Enlists community support. Effectively interprets school program to community.

Comments: _____

_____

PROFESSIONAL GROWTH AND ETHICS Maintains contact with current research and practices. Contributes to educational leadership. Receptive to new approaches. Maintains high standard of professional ethics.

Comments: _____

_____

INSTRUCTIONAL LEADERSHIP Develops and maintains an effective instructional program. Develops programs for good citizenship. Supervises instructional program. Provides for effective use of materials.

Comments: _____

_____

PERSONAL CHARACTERISTICS Demonstrates good physical health and emotional stability. Presents favorable appearance. Recognizes value of good grooming.

Comments: _____

_____

RELATIONSHIP WITH PUPILS Commands respect. Maintains good discipline. Expresses concern for their individual welfare. Supervises total program of pupil services.

Comments: _____

_____

OTHER FACTORS (Specify)

Comments: _____

_____

SPECIFIC AREAS OF RESPONSIBILITY*

Instructions:

Appraisee: List major areas of responsibility from your job description.

Appraiser: In the place provided use brief and precise statements to accurately describe the quality of performance in each area.

Major Areas of Responsibility (List as few or as many as is appropriate.)

1. Major Responsibility: _____

   Appraiser's Comments: _____

   _____

2. Major Responsibility: _____

   Appraiser's Comments: _____

   _____

*The above section is optional with appraisee and appraiser. Its purpose is to assist in the evaluation of persons working in specialized assignments.

3. Major Responsibility: _____

Appraiser's Comments: _____

_____

4. Major Responsibility: _____

Appraiser's Comments: _____

_____

SUMMARY SECTION

Dates of Conferences and/or Observations	Comments

COMMENTS & RECOMMENDATIONS (If more space is needed, use the back of this sheet)

_____

_____

_____

Date_____ _____
(Signature of Appraisee)

Date_____ _____
(Signature of Appraiser)

APPENDIX B

Professional Growth-Job Target Instruments

Fairfax County Public Schools
Prepared By George B. Redfern

JOB TARGETS

Illustrative of specific job targets for principals are the following:

(Areas)	(Targets)
1. **INSTRUCTION**	(a) Improving mathematics instruction in intermediate grades
	(b) Instituting new plan for independent study in senior English classes
2. **ADMINISTRATION**	(a) Initiating ungraded organization in primary grades
	(b) Developing flexible period schedule for senior high social studies classes
3. **PERSONNEL MANAGEMENT**	(a) Introducing revised plan of orientation and induction for new teachers
	(b) Organizing new plan for teacher-principal conferences
4. **PUPIL PERSONNEL**	(a) Revising cumulative record forms
	(b) Formulating new plan for handling chronic absentee cases
5. **BUSINESS MANAGEMENT**	(a) Working out improved plan for distribution of supplies and instructional materials
	(b) Installing more careful procedures for supervision of custodial staff
6. **COMMUNITY-PUBLIC RELATIONS**	(a) Organizing parent-teacher advisory council to improve school-community relations
	(b) Publishing periodic newsletter for parents and patrons of the school
7. **PROGRAM DEVELOPMENT**	(a) Initiating program of evaluation of effectiveness of college preparatory program
	(b) Changing marking practices in junior high school

Parkway School District
Chesterfield, Missouri

APPRAISAL OF ADMINISTRATIVE AND SUPERVISORY PERFORMANCE

NAME_____ POSITION_____

SCHOOL_____ DATE_____

PERIOD COVERED BY APPRAISAL_____

INSTRUCTIONS: Appraisal form should be completed in duplicate; original for appraiser, second copy for appraisee. Original copy, when completed, should be forwarded to the Associate Superintendent.

TO APPRAISEE:

1. Prior to conference, indentify and prepare on the appraisal form a list of long-range and short term goals stated in specific behavioral terms.
2. Refer to job description in Administrative Manual for Certificated Personnel.
3. Discuss goals in detail with appraiser.
4. Complete Supplementary Information sheet and submit to appraiser prior to the appraisal conference.

TO APPRAISER:

1. React to appraisee's identification of (a) long-range and short-term goals. Discuss the suitability of the various objectives.
2. Suggest additional objectives.
3. Provide appraisee assistance toward achievement of goals.
4. Analyze the status of the goals sought.
5. Complete appraisal summary.

LONG-RANGE AND SHORT-TERM GOALS

Long-range goals imply objectives which are fundamental and on going, and which must be pursued steadily over an extended period of time. Short-term goals are those one year or less in length. Both long and short term goals focus on major areas that need strengthening or improving. Major areas are: 1. CURRICULUM AND INSTRUCTION, 2. ADMINISTRATION, 3. ORGANIZATION, 7. STAFF DEVELOPMENT.

INSTRUCTIONS:

TO APPRAISEE:

1. List the long-range and short-term goals. Short-term goals may be listed as subheadings of long-range goals or as separate entities.
2. The COMMENT column is used at the end of an appraisal period to assess results attained.

TO APPRAISER: In COMMENT column indicate an estimate of accomplishment or status for each goal at end of appraisal period.

LONG-RANGE AND SHORT-TERM GOALS (State briefly and precisely in behavioral terms when possible.)	COMMENT (Appraisee)	COMMENT (Appraiser)
1. **CURRICULUM AND INSTRUCTION**		
2. **ADMINISTRATION**		

LONG-RANGE AND SHORT-TERM GOALS (State briefly and precisely in behavioral terms when possible.)	COMMENT (Appraisee)	COMMENT (Appraiser)
3. ORGANIZATION		
4. PERSONNEL RELATIONS		
5. SCHOOL AND COMMUNITY RELATIONS		
6. PROFESSIONAL GROWTH		
7. STAFF DEVELOPMENT		
8. OTHER AREAS		

APPRAISAL SUMMARY (Con't.)

APPRAISEE REACTION:

SIGNATURES: Signatures indicate completion of appraisal process.

APPRAISEE _____ DATE _____

APPRAISER _____ DATE _____

REVIEWER _____ DATE _____

APPRAISAL SUMMARY

APPRAISER COMMENTS: Indicate here in narrative form your overall appraisal of the status of goals sought by the appraisee. If there is need to schedule additional conferences, include that notation. Comments which indicate need for improvement should be specific in nature. Commendations or recommendations should also be included here.

Parkway School District

SUPPLEMENTARY INFORMATION

(Prepare in duplicate. Original for filing)
Submit Prior to February 1

Please list the activities in which you are or have been engaged this year, noting any special functions you may have performed. Attach additional sheets if needed.

1. Work on system-wide committees:

2. Membership and work in professional organizations:

3. In-service training activities (including college or university courses; institution; hour credit received; etc.):

SUPPLEMENTARY INFORMATION (Con't.)

5. c. The suggestions you would make for the improvement of administration and supervision on a system-wide basis.

d. The suggestions you would make for improved administration and supervision in your school or in the department of which you are a member.

e. The suggestions you would make for the improvement of the appraisal system or of this form.

APPENDIX C

Self Evaluation Instrument

Ohio Department of Elementary School Principals

SELF-EVALUATION FORM

KEY

5 — Excellent 4 — Good 3 — Average 2 — Fair 1 — Poor

I. PUPIL PERSONNEL ADMINISTRATION

A. **Guidance and Counseling**	5	4	3	2	1
1. Do I provide for a comprehensive and continuous testing program?	☐	☐	☐	☐	☐
2. Do I include standardized achievement and ability tests on a regularly scheduled basis?	☐	☐	☐	☐	☐
3. Do I provide assistance in developing teacher-made tests that reflect what is being taught?	☐	☐	☐	☐	☐
4. Do I make provisions for the administration of diagnostic tests in language arts, mathematics, social studies, etc. as needed?	☐	☐	☐	☐	☐
5. Do I make a continuous effort to apprise parents and pupils of all test results?	☐	☐	☐	☐	☐
6. Do I provide leadership in the development and execution of an on-going guidance program for all pupils?	☐	☐	☐	☐	☐
7. Do I make the services of specialists in testing, guidance and counseling (psychologist, guidance counselor, etc.) available to staff and pupils?	☐	☐	☐	☐	☐
B. **Records and Statistics**					
1. Do I insure that the cumulative folder contains adequate information concerning pupil potential, growth in academic achievement, and health, and other personal information necessary for understanding pupil needs?	☐	☐	☐	☐	☐
2. Do I make records easily available to all authorized personnel?	☐	☐	☐	☐	☐

3. Do I employ adequate statistical procedures in analyzing test and other data so that they may be profitably used? 5 4 3 2 1 ☐☐☐☐☐

C. **Pupil Placement, Promotion and Reporting**

1. Do I provide flexible grouping to meet pupil needs? ☐☐☐☐☐
2. Do I employ a written promotion policy? ☐☐☐☐☐
3. Do I encourage progress to be reported to parents in terms of both ability and relationship to a total group? ☐☐☐☐☐
4. Do I provide separate progress reports in Kindergarten, primary, and intermediate levels at regular intervals? ☐☐☐☐☐
5. Do I make a continuous effort to apprise parents of student progress through conferences and using narrative form? ☐☐☐☐☐
6. Do I schedule parent information meetings at least once a year? ☐☐☐☐☐
7. Do I encourage parent and pupil conferences to be held regularly throughout the year? ☐☐☐☐☐
8. Do I make parents and pupils feel free to initiate a conference at any time (conference held at time convenient to all?) ☐☐☐☐☐
9. Do I make provisions for pupils to participate in the evaluative process? ☐☐☐☐☐

D. **Exceptional Children**

1. Do I employ a written policy in the identification and placement of exceptional children? ☐☐☐☐☐

	5	4	3	2	1
2. Do I exert all effort to provide special classes for the mentally retarded, the neurologically handicapped, the emotionally handicapped, and the visual and hearing handicapped?	☐	☐	☐	☐	☐
3. Do I provide for the stimulation of the academically talented?	☐	☐	☐	☐	☐

II. SCHOOL MANAGEMENT

A. **Finance**

1. Do I maintain proper accounting of local building activity fund?	☐	☐	☐	☐	☐
2. Do I use board of education allotted funds to the best advantage for the whole school program?	☐	☐	☐	☐	☐
3. Do I follow board of education policy on money drives, etc., and inform staff of same?	☐	☐	☐	☐	☐
4. Do I keep abreast of new school laws related to the area of school finance?	☐	☐	☐	☐	☐
5. Do I follow board of education rules for purchase of school needs?	☐	☐	☐	☐	☐
6. Do I insure proper accounting of lunchroom moneys?	☐	☐	☐	☐	☐
7. Do I involve staff in expending moneys with an "eye" to priorities:					
a. Indispensable items?	☐	☐	☐	☐	☐
b. Important items?	☐	☐	☐	☐	☐
c. Desirable items?	☐	☐	☐	☐	☐

B. **Law**

1. Do I keep staff informed and see that they follow board of education policies?	☐	☐	☐	☐	☐
2. Do I see that HANDBOOKS are available for all school personnel?	☐	☐	☐	☐	☐
3. Do I follow Code of Ethics for Ohio School Administrators?	☐	☐	☐	☐	☐

C. **Physical Facilities** 5 4 3 2 1

1. Do I see that supplies and equipment are cooperatively selected and maintained by the staff? ☐☐☐☐☐
2. Do I see that building and grounds are checked periodically for safety, needed repairs and cleanliness? ☐☐☐☐☐
3. Do I see that space is adequately used and modified to meet needs? ☐☐☐☐☐
4. Do I continually work to get items needed for program of the school? ☐☐☐☐☐

D. **Record Keeping**

1. Do I see that attendance records and reports are maintained? ☐☐☐☐☐
2. Do I maintain and evaluate testing results with teachers and parents? ☐☐☐☐☐
3. Do I see that records for pupils are maintained? ☐☐☐☐☐
4. Do I see that inventories are prepared and checked? ☐☐☐☐☐
5. Do I see that state report(s) are prepared? ☐☐☐☐☐
6. Do I maintain up-to-date files on all personnel including record and evaluation of observations, conferences, etc.? ☐☐☐☐☐
7. Do I encourage professional use of pupil folders to aid in meeting pupil needs? ☐☐☐☐☐

A. **Do I Foster Acceptance**

1. Do I express patience and willingness in listening to staff, students, central office, parents, communities, and other principals? ☐☐☐☐☐
2. Am I aware of interrelated feelings of the principal with staff, students, central office, parents, communities, and other principals? ☐☐☐☐☐

	5	4	3	2	1
3. Do I create an air of receptivity to suggestions and criticisms?	☐	☐	☐	☐	☐
4. Do I foster a friendly school atmosphere?	☐	☐	☐	☐	☐
5. Do I practice tactfulness as well as objectivity?	☐	☐	☐	☐	☐
6. Do I make individuals feel important and needed?	☐	☐	☐	☐	☐

B. **Communication with Parents and Public**

1. Do I disseminate information, freely taking advantage of opportunities to use FLYERS, NEWSLETTERS, NEWSPAPERS, RADIO, TV, CONFERENCES (face-to-face and phone), PTA, INFORMATIONAL MEETINGS, STUDY GROUPS, OPEN HOUSE, and OTHER?	☐	☐	☐	☐	☐
2. Do I instigate or take advantage of opportunities to involve parents and public in such ways as VOLUNTEER AIDES, REGISTRATION, ORIENTATION, DISMISSAL, CLINIC, OPEN HOUSE, SCHOOL BEAUTIFICATION, RESOURCE PEOPLE, VOTER REGISTRATION, and OTHER?	☐	☐	☐	☐	☐

C. **Communication with Staff**

1. Do I provide effective opportunities to keep staff informed by way of BULLETINS, MEETINGS, "OPEN DOOR" POLICY, CONFERENCES, INFORMAL CONTACTS, and OTHER?	☐	☐	☐	☐	☐
2. Do I provide opportunities for staff involvement through STAFF COMMITTEES TO DEVELOP RECOMMENDATIONS, STEERING COMMITTEE, PLANNING IN-SERVICE, and OTHER?	☐	☐	☐	☐	☐
3. Do I promote in staff members the realization that they are the key "PR" people with the children, parents and public?	☐	☐	☐	☐	☐

D. **Communication with Students** 5 4 3 2 1

1. Do I provide opportunities to involve students in school activities such as STUDENT COUNCIL, STUDENT COMMITTEES (assembly, flag, clinic, cafeteria, grounds beautification, playground, etc.), SAFETY PATROL, SCHOOL NEWSPAPER, and OTHER? ☐☐☐☐☐
2. Am I available for student contact such as GUIDANCE OPPORTUNITIES, SUPERVISION OPPORTUNITIES, CLASS VISITATIONS, AS A RESOURCE PERSON? ☐☐☐☐☐
3. Am I developing in students the realization that their image is important in the community through SERVICE PROJECTS, DISPLAY OF POSITIVE BEHAVIOR, ASSURANCE OF PRIDE IN SCHOOL, ASSURANCE OF PRIDE IN COMMUNITY? ☐☐☐☐☐

E. **Inter-System Communication**

1. Do I cooperate with other principals and central office? ☐☐☐☐☐
2. Do I share ideas with other principals? ☐☐☐☐☐
3. Do I keep central office personnel informed as necessary? ☐☐☐☐☐
4. Am I available for MEETINGS, CONFERENCES, INSERVICE INVOLVEMENT, PROFESSIONAL ORGANIZATIONS, COMMITTEES, and OTHER? ☐☐☐☐☐

IV. PERSONNEL ADMINISTRATION

A. **Hiring of Staff**

1. Am I involved in selection of staff for the building (professional, non-professional, etc.?) ☐☐☐☐☐

B. **Evaluation of Teacher Efficiency**

	5	4	3	2	1
1. Do I involve myself in evaluating teachers in the classroom by regular observations and by use of an objective instrument?	☐	☐	☐	☐	☐
2. Do I include teacher attitudes and disposition in this evaluation (teaching and non-teaching?)	☐	☐	☐	☐	☐
3. Do I recruit, orientate and assist substitute teachers?	☐	☐	☐	☐	☐
4. Do I aid COUNSELOR(s) so that their efforts are fruitful?	☐	☐	☐	☐	☐
5. Do I aid SUPERVISOR(s) so that goals of the school are achieved for children?	☐	☐	☐	☐	☐
6. Do I aid SPEECH & HEARING THERAPIST(s) so they may aid pupils and encourage staff and parents to "carry on" therapy?	☐	☐	☐	☐	☐
7. Do I aid PSYCHOLOGIST by encouraging teacher-use of same and availability of records and staff to him?	☐	☐	☐	☐	☐
8. Do I aid the LIBRARIAN in her work with pupils, teachers, and parents and in the area of ordering?	☐	☐	☐	☐	☐

C. **Non-Certificated Employees**

1. Do I see that the SECRETARY is efficient, confidential, pleasing, and assumes "administrivia"?	☐	☐	☐	☐	☐
2. Do I aid the CAFETERIA SUPERVISOR so that the program is efficient and pleasing to pupils & staff?	☐	☐	☐	☐	☐
3. Do I see that BUS DRIVERS are efficient and courteous to all with whom they come in contact?	☐	☐	☐	☐	☐
4. Do I see that CUSTODIANS know what they are to do and procedures to follow when problems occur?	☐	☐	☐	☐	☐

D. **Services** 5 4 3 2 1

1. Do I involve the NURSE in formulation of school policies regarding health, safety, sex education and seek her aid in carrying out these policies? ☐☐☐☐☐
2. Do I aid the SOCIAL WORKER by cooperating with information and, if having none, do I know county or city agencies available to help in this area? ☐☐☐☐☐
3. Do I aid ATTENDANCE OFFICER in his tasks or lacking this person do I follow through with pupils and county agencies where needed? ☐☐☐☐☐
4. Do I aid POLICE, COURT, PROBATION AGENCIES, etc. in their function to see that pupils get help needed? ☐☐☐☐☐

V. CURRICULUM (Course of Study)

1. Do I make an effort to help the school perfect a well-defined organizational plan for evaluation? ☐☐☐☐☐
2. Do I help the staff agree upon and understand the basic philosophy and objectives of the total school program? ☐☐☐☐☐
3. Do I help determine what problems or areas are most needful of study? ☐☐☐☐☐
4. Do I help clarify a plan of attack on the problems that have been isolated for study? ☐☐☐☐☐
5. Do I keep in close communication with the central office staff and the special committees in regard to the success or failure of regular and experimental programs in our school? ☐☐☐☐☐

	5	4	3	2	1
6. Do I keep our school staff informed of innovations in other schools within the system?	☐	☐	☐	☐	☐
7. Do I make provision for carefully planned and controlled experimentation in some aspect of classroom teaching and learning?	☐	☐	☐	☐	☐
8. Do I encourage creativity, experimentation, and expression of individual skill and talent?	☐	☐	☐	☐	☐
9. Do I help teachers in developing a curriculum based on needs, interests, and abilities of children?	☐	☐	☐	☐	☐
10. Do I help teachers to develop skills in working cooperatively with children?	☐	☐	☐	☐	☐
11. Do I help teachers to acquire competencies and skill in making more and better use of teaching materials?	☐	☐	☐	☐	☐
12. Do I see that courses of study are available to all staff members?	☐	☐	☐	☐	☐
13. Do I help provide opportunities for the total development of children?	☐	☐	☐	☐	☐
14. Do I help to provide and maintain an environment which facilitates learning?	☐	☐	☐	☐	☐
15. Do I assist teachers in planning experiences for students?	☐	☐	☐	☐	☐
16. Do I provide an opportunity for the teachers to plan and develop cooperatively the instructional program?	☐	☐	☐	☐	☐
17. Do I feel I'm satisfied with present efforts to improve instruction?	☐	☐	☐	☐	☐
18. Do I try to acquaint parents with the school program so that they understand its major objectives and purposes?	☐	☐	☐	☐	☐

	5	4	3	2	1
19. Do I understand the goals and purposes of elementary education?	☐	☐	☐	☐	☐
20. Do I bring to the attention of teachers educational literature that is of value to them in their jobs?	☐	☐	☐	☐	☐
21. Do I involve the school staff in the evaluation and improvement of the school program?	☐	☐	☐	☐	☐
22. Do I increase the use of a wider variety of instructional materials?	☐	☐	☐	☐	☐
23. Do I create an atmosphere to upgrade the materials of instruction and to improve the quality of the educational program?	☐	☐	☐	☐	☐
24. Do I offer encouragement, recognition, and support to the teaching staff as they work toward the improvement of instruction?	☐	☐	☐	☐	☐
25. Do I take a strong interest in the professional development of teachers?	☐	☐	☐	☐	☐
26. Do I feel that I am accepted by all members of the faculty and students as the instructional leader?	☐	☐	☐	☐	☐
27. Do I have the background and knowledge of teaching methods and techniques?	☐	☐	☐	☐	☐
28. Do I understand the school program at different levels?	☐	☐	☐	☐	☐
29. Do I spend most of my time in the major task of instructional improvement?	☐	☐	☐	☐	☐
30. Do I coordinate the work of different areas and levels of instruction?	☐	☐	☐	☐	☐